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AUTHOR Ford, Ann S., Ed.
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ABSTRACT

Intended for supervisors involved in the work study program at Berea College, this manual describes techniques and philosophies inherent in the supervisor-student relationship. Work-learning is defined and the supervisor's role and responsibilities are examined. Student manpower characteristics (including inaccurate expectations, desire for impact, freedom from experience, and inquisitiveness) are discussed in terms of the success of student internships and types of student job structures (honored guest, special assistant, position employee, and project assignment) are identified. Suggestions for conducting the student interview (including establishing a friendly atmosphere, securing basic information, finding interest, discussing goals and plans, and advising) and for planning supervision (matching work with student capabilities and delegating work) are offered. The supervisory tasks of training (including orientation, demonstration or procedures), communicating (including reinforcing instructions and developing listening skills), motivating (such as providing a good example and setting goals), and evaluating are explored. Suggestions for coping with such problems as tardiness, absenteeism, poor quality work, and resistance to supervision and techniques for developing and maintaining good supervisor-student relationships and for counseling and advising students are offered. Common student problems are listed and a supervisory checklist is presented. (BD)

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DIRECTING THE STUDENT WORK EXPERIENCE.....

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..... a manual for supervisors

DIRECTING

THE STUDENT

WORK EXPERIENCE . . . . . .

. . . . . a manual for supervisors

Work-Study Development Project
Student Labor Program
Berea College
Berea, Kentucky

Editor: Ann S. Ford

Artwork By
Denise Walker

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To the Student

"We have assembled to look into the area of work, of study, of labor and the dignity of it all. We do this because our young people no longer have models that they can look up to.

We live in a world where the name of the game is to get what you want in the quickest and slickest way, not only in the ghetto, but in the academic sector.

Honorable labor, spelled out, is service above self. If this is true for us, we will leave this place a community committed to the dignity of labor and how we are going to pass it on to those for whom we are responsible.

. . . . . We have dropped down from the air, we have come over the highways, but at this moment we are of one body to begin to know each other, to learn from one another.

. . . . . The student is the summum bonum and we are the agents that will make it real and make it work."

Father Henry Parker
. . . . from an invocation
Educational Debriefing Seminar
October 14, 1974

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Introduction

All employees of Berea College are involved in dual capacities. We are specialists in certain trades, skills and professions and are charged with the performance of services or the production of goods needed by the college community. And we are supervisors of an average of 1,400 working students at Berea, relying upon this student manpower daily in the performance of our duties.

It is a unique situation, one that sometimes poses conflicting concerns and presents great demands on our own personal adequacies. From time to time, even the most dedicated of us succumb to the desire to trade x number of students for one full-time employee. Yet the system can provide great opportunity for fulfillment and gratification in the realization that we help to mold the character, the work habits and, very often, the careers of those students with whom we labor.

The Berea experience is now more than a century old. For many years the college has maintained a commitment to the idea that labor is an integral part of living and should be an important part of the educational process. Today, increasing numbers of institutions are giving new attention to the demonstrated value of student work opportunities and are developing programs similar to our own in an effort to combine meaningful work experience with academic progression.

In 1973, the Work-Study Development Project was established for the specific purposes of improving Berea's work-learning program and sharing information concerning this program with other institutions of higher education. During the course of the three-year project, the staff has given particular attention to the unique role that work supervisors play in the development of students in the work setting. A representative sampling of supervisors was interviewed in an initial effort to determine the various techniques of training, motivation, scheduling and supervision employed here. These interviews brought to light various concepts, guidelines and techniques that appeared to be useful for others who direct student work pro-

grams. The supervisory development workshops conducted by the Director of Manpower and Training and the Project were then structured in such a way as to allow supervisors to share philosophies, problems and possible solutions with one another.

This concept of information sharing has provided the framework for this manual for student work supervisors. Berea College continues in its belief that there is no single "right way" which would be effective for all departments, supervisors and students. Over a period of time, each supervisor develops his or her own method for working effectively with students, and it is neither possible nor desirable to standardize the great variance of departmental assignments, supervisor attributes or student characteristics. Even though the basic pattern of supervision may remain essentially the same, each new day will be different, requiring the constant reassessment of goals, priorities and approaches.

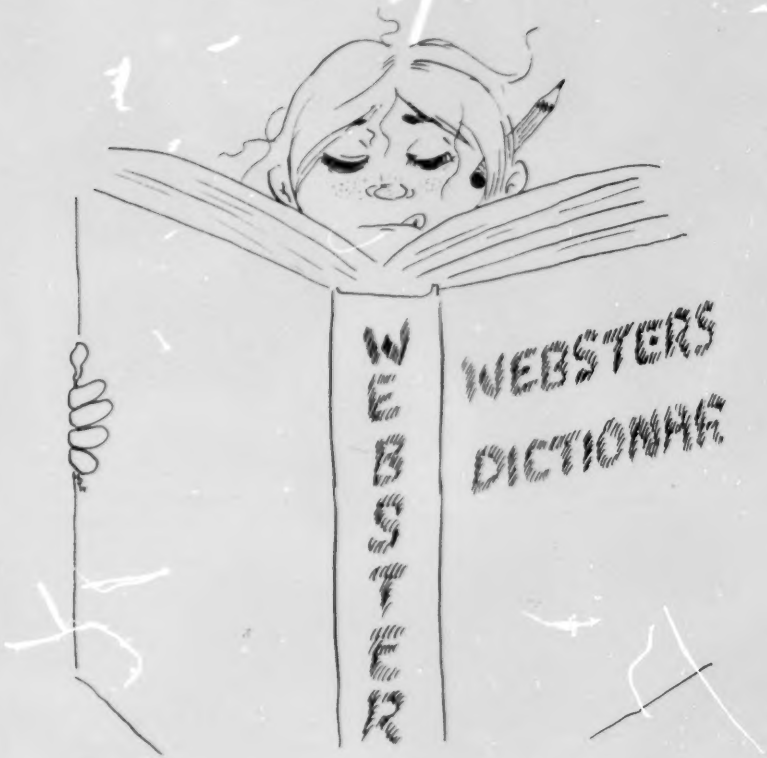
This manual then is intended to be a vehicle for the sharing of various techniques and philosophies inherent in the Berea supervisor-student relationship. The quotations included on the following pages were not borrowed from program administrators or experiential education theorists. *They were submitted by Berea supervisors and represent, to some extent, the various staff perspectives of the student as worker and learner.* The balance of the information presented here was gleaned from various supervisory development workshops, conferences dealing with work-learning, interviews with students, management reference materials and procedures suggested by student personnel specialists.

Although this material has been compiled primarily for use on the Berea campus, it will be shared with others throughout the country who have expressed an interest in guidelines for making student work experiences more productive and educational. Berea College employees are referred to *General Policies and Procedures of the Berea College Labor Program* for more specific information regarding operation of the work-learning program.

ASF, 1976

Work-Learning Defined

Of the approximately 10 million college students in the United States today, more than half work while in school. For many of these students, the jobs they hold contribute to their education only indirectly by providing the needed funds to defray college expenses. But additionally, their work is providing direct learning experiences which are a valid supplement to and an extension of college course work.



As we use the term at Berea, *work-learning is an arrangement under which the accomplishment of a productive task is linked with conscious and disciplined learning.* It incorporates not only the discipline of the mind, but the discipline of labor. It requires not only mental involvement but the physical aspects of action. It is a discipline of usefulness.

In Berea's labor program, an octagonal symbol is used to express the multi-dimensional aspects of student work-learning. Even as financial aid and manpower needs are being met, work assignments provide opportunities to students for service, personal growth, skill development and career training. The educational value of the work experience is derived from dealing with the real world, not abstract models and theories. As the student functions in the work setting, he should demonstrate social responsibility, self-assurance and a knowledge of his own abilities and interests. A carefully planned and structured work-learning situation can allow the student to relate his academic program to actual career goals and personal interest. Through practical experience, students are able to apply and test what they are learning in the classroom and to take back into the academic environment a broader perspective of their personal, intellectual and professional expectations.

It is the supervisor who makes the work-learning process succeed. It is the supervisor who provides the training, guidance and instruction required in work-learning. And it is the supervisor who is the key to the quality of learning which takes place on the job.

What Supervisors Do

The role of the supervisor is vital to the success of any work-learning program and, in order to be effective, the supervisor must perform a wide range of activities.

Initially, we are responsible for fulfilling certain managerial functions involved in getting departmental jobs accomplished. Many of us have deadlines to meet in the deliverance of goods and/or services. We are held accountable by our own supervisors for quantity, quality and, quite often, the monetary feasibility of our production.

We have additional responsibilities in developing the work environment. This begins when we interview and select student workers with skills and attributes necessary to support our own operations. Once this selection of workers has been made, we must communicate departmental goals, provide job descriptions, organize assignments and establish expectations for the students. We then must continue to maintain the flow of work and be responsible for handling safety and management details as the work proceeds.

We train, motivate, communicate, guide, evaluate and relate to the student. We serve as models for the development of good work habits such as punctuality, dependability, cooperation, honesty and efficiency. In the work setting, we often have greater contact with students than do teachers, counselors, and in some cases, parents. For many young adults, the work supervisor bridges the gaps between home, the classroom and the "real world."

Our roles are not without frustrations. As supervisors, the work and the professional tasks involved in accomplishing that work are paramount. The fact that students do not always see the importance of this work in the same perspective often seems threatening.

We deal daily with imperfection, but we are responsible for action. We must recognize the imperfections, learn to deal

with them and compromise when necessary. We must act, and we must produce.

In terms of business rationale, combining the production of goods with the education of students poses special problems. As one supervisor noted:

> ***"There are many instances across the campus where work could be produced more efficiently, faster and with less hassle if we didn't have students to contend with. I think it is very hard for many managers to continually reassess their position and say 'Yes, I am also here for the educational purposes of the students.' It takes only one or two instances for a student to completely ruin a job simply because he hasn't been trained or exposed to that type of work for you to say 'I wish I had a full-time person.' But still, I'm certainly not down on the labor program. It has a tremendous amount of merit to it."***

So how do we cope with the tensions between output and student learning? Are there special qualities that a person must possess in order to effectively combine the objectives of production with those of student learning?

It does not automatically follow that a person who performs his own work well will quickly and easily become an effective supervisor of others performing similar work. A good supervisor must have many talents, not the least of which are self-discipline and patience. *But perhaps the most important skill required for good supervision is the ability to work with people* since much of the supervisor's time is spent in the business of human relations.

Supervision of students is a challenge which can be a pleasure or a source of constant tension depending upon the attitudes of the people involved, the techniques used and the skills and energies of the person supervising.

Responsibilities to Students

As supervisors, we formulate certain expectations of the actions and responsibilities of students. Initially they must assist in providing necessary goods and services as assigned. Students also are expected to display initiative, creativity and efficiency in learning from their experience and in using the work experience for personal growth and skill development.

Once properly trained in their specific area of responsibility, they should require minimum supervision, should be "self-starting" and should be able to work independently when necessary, meeting work assignments and responsibilities punctually and dependably.

But if the work experience is to have real value and if students are to develop all the desired qualities, we have an obligation to provide greater options than merely assigning them to positions that are necessary to departmental functions but which do not provide an opportunity for growth and development.

The ideal work-learning situation is one in which the supervisor's primary concern—production—and the student's interest—maximum learning—go hand-in-hand. Unfortunately, this is not always the case. Take for example the case of a student clerk who has been assigned to filing cards and folders for two years in the same office. She may become very proficient at the task in terms of productivity and truly valuable in the functioning of the office. But during the two years the student has obviously reached a point at which she has mastered the task, is given no additional avenues to explore, and has stopped learning.

The reverse of this situation can also be found, one with minimum production and maximum growth. The student file clerk may be given a secondary or extra assignment of manning the department's information service desk. She becomes so involved in responding to queries and to researching answers to

questions that she begins to neglect her primary responsibility, that of filing. She may acquire a broad range of knowledge about department functions and dealing with the public and may even decide to change her major and go into public administration work as a career. Meanwhile cards and folders pile up and monthly reports are delayed because no one can locate needed information. In this case, student development has overshadowed production needs of the well-meaning supervisor.

Both examples may appear to be a bit exaggerated. Even so, they do occur, more often with the former than the latter.

> ***"What we're supposed to be doing is giving students an opportunity to broaden themselves and to see the value of things other than academic pursuits, but we end up thinking only in terms of getting the job done. We lose sight of the broader objective of student enrichment because we're too busy with the mundane problem of getting the job done. I want students to feel that they get something worthwhile out of the program. If we can't find a way to let our student workers learn something helpful and worthwhile out of what they're doing, then we shouldn't have students in the program."***

Striving to reach a happy medium is vital. Work-learning requires more than a dedication to work and more than a sincere interest in the student. It is a dual commitment—the integration of necessary labor *and* student development.

Characteristics of Student Workers

As employees, students have certain unique characteristics which can directly affect their performance and relationships in the work setting. These traits may be regarded as either advantages or drawbacks depending upon the initiative the supervisor is willing to exert.

Perhaps the most distinguishing, and controversial characteristic of student manpower is that it is *short-term* and creates a good deal of turnover in the work setting. It's at this point that even the most dedicated of supervisors often become discouraged. Frequent worker turnover creates special concerns for training, for organization of assignments and for dealing with the problems of work continuity.

Additionally, there is a *difference in time perception* which sometimes leads to inaccurate expectations of results. Students tend to over-estimate the amount of work which they can accomplish within a given time span. Supervisors, on the other hand, sometimes underestimate what is possible within a short period.

But when we combine these two traits with a third—the student's *desire for impact*—it becomes possible to turn apparent obstacles to our advantage. Students thrive on personal involvement and are concerned with being able to "make a difference." They want to be heard . . . to accomplish something while on the job.

The growing success of student internships and short-term projects has evolved from the technique of combining these three characteristics to produce a maximum of accomplishment to take place within a limited amount of time. In so doing, student work is arranged differently from that of full-time or continuing employees. Student and employer confer initially on the length of work assignment and the tasks to be accomplished during that time. Management by objectives, or goal setting, is employed whenever possible. While this tech-

nique does not always lend itself to each individual setting, the added inducements of skill development, work progression or continuing responsibility can be utilized in the majority of work assignments.

Another characteristic of students is that they possess a relative *freedom from experience.* Partly because they are involved with work routines for short periods of time, they are free from the responsibilities of those having longer-range interests and are not concerned with the usual hierarchies of the organizational chart. This relative freedom from the constraints of professionalism and vested interests in the organization enables the supervisor to use students in some ways which would not be possible with regular employees. As one student commented, "I haven't learned yet what can't be done."

Because students have educational goals, they often bring to the work setting a greater *inquisitiveness* and desire for knowledge and understanding than other workers. The "why" and "how" of a task are often as important to the student as the task itself. These inquiries, although sometimes disconcerting, should be encouraged for they not only produce better workers but provide us with the opportunity for self-evaluation.

Preliminary results from educational debriefing indicate that first-year college students are more concerned with the *social aspects* of their jobs—working with their peers and the general public—and that upperclassmen tend to be more interested in the job itself. This sociability on the part of freshmen should be taken into consideration in distinguishing between those work responsibilities that involve public contact and those which require detailed and background efforts.

Student Manpower Structures

What options are available to the supervisor in placing students in the work-learning program?

The first style of student placement, one that is seldom utilized at Berea College, is that of the *honored guest*. In this arrangement, the student is in a non-producing situation where the main function is to observe and to prepare academic reports. A student may, for example, be assigned to an institution or department to learn about its operation and may be moved from one office or specialist to another, having no real production responsibility. The student's role is basically that of learner, rather than worker. Such an arrangement might be utilized in the case of a pre-dental student where it would be inappropriate to allow him to attempt the art of tooth extraction even under the watchful eye of an experienced dentist. While this arrangement has its educational advantages, it is not a genuine work-learning variation. With the honored guest structure, supervision is usually limited to arranging schedules for the student's orientation and checking to see that these schedules are being followed and that adequate information is being passed on to the student.

Another type of job structure is that of the *special assistant*, an arrangement in which the student is assigned to perform certain duties for a faculty or staff member. At Berea, we see this approach used with laboratory assistants and teaching associates. Generally, the student receives highly personal supervision and derives substantial benefit from his association with a professional. The inherent danger in this situation, however, is that the student is sometimes assigned certain errand-boy functions unless there is careful planning and continuous evaluation.

Perhaps the most popular and frequently-used arrangement in the work-learning environment, and the one utilized most often at Berea, is the *position* assignment in which the stu-

dent is hired as an employee and given designated duties. Management of students in this structure usually follows the same traditional methods that apply to full-time employees assigned to specific tasks in various departments.

In the fourth type of structure, the *project* assignment, the student is given a task with specific objectives to be accomplished within a given time period. At Berea, such projects are regularly completed by selected students for definite periods of time—usually a semester. Special research assignments, for example, are frequently undertaken by students serving in this capacity. A reporting system is of primary importance in utilizing this method of student employment, and some guidance from supervisors is needed to see that time is not wasted and

that work objectives are being met. The project arrangement is perhaps the most advantageous structure in the work-learning program because it encourages individual initiative and provides the opportunity for the student to become, for the most part, self-supervised.

While the "project" is the most desirable approach from the standpoint of student learning and growth, there are numerous situations where this type of assignment is impossible to implement. But variations of this style can sometimes be utilized by those of us who must rely strictly upon the hiring of students to fill "position" assignments. Students often can be hired into designated positions but also given certain long-range, independent responsibilities that are basic to the project type of assignment.

JOBS

Conducting the Student Interview

One supervisor has compared placing students in jobs without first conducting a formal interview to:

> ***"diving into a muddy swimming hole. Neither person has any idea of what will be found. Too many supervisors give too little attention to the importance of interviewing students. They seem to think that they are obligated to employ any student referred to them by the Labor Office."***

While selecting the right person for the right job is the basic purpose of any job interview, we can also utilize this opportunity to achieve other important goals. During the interview, both parties should come to some understanding of the expectations and the style of the other person. Additionally, we can obtain information which is not only vital to assigning students but beneficial in determining their future training and supervisory needs.

But beyond these very obvious objectives, the job interview is an important step in the student's progress toward becoming a confident and able participant in the world of work. For the undergraduate, the process of applying for a position and discussing his own qualifications gives needed experience and confidence which will assist him in obtaining summer and after-graduation employment. It is an important learning opportunity for the student.

Good interviews don't just happen. They must be deliberately structured to meet all of the above purposes. As with virtually all aspects of supervisory functions, individual adaptations need to be made to meet the needs of specific work assignments. But in general, the following outline of interview guidelines will benefit both supervisor and student:

Prepare for the interview—Review material pro-

vided in advance, know the student's name and general background if possible. If a resumé of experience is needed, notify the student or the Labor Office in advance or check the applicant's personnel record. Keep in mind the specific assignment available and have appropriate materials describing the position on hand for the student.

Establish a friendly atmosphere—Most job applicants are a bit nervous when applying for a position, so a few moments devoted to putting the student at ease with "small talk" are appropriate. Questions about summer trips, the weather, etc., are usually good "ice breakers."

Secure basic information—The most logical starting point is to obtain the specific information needed, perhaps even confirming that which is on the job application or resumé. (I noted that you are a transfer student," or "I understand that you worked on a construction job.") As the student talks about education, training and experience, it is important to listen carefully and to pose questions or comments that encourage elaboration. A total chronological picture of the student's experience is helpful and it is often necessary to inquire about high school courses, training and extra-curricular activities.

Clarify information related to skills and talents—After the basic information has been obtained, further questions are often necessary to determine levels of skills or degrees of talent and examples of ways in which these have been manifested. Questions should be open-ended, encouraging narrative rather than simple "yes" or "no" answers. It's better to ask "Can you give me an example of . . . . .?" rather than "Can you operate a . . . . . ?" We need to be specific on

necessary information concerning health, driving a car and other skills essential to the position. It's risky to assume anything.

Find interests and attitudes—To determine how the student as a personality will fit into the organizational structure, we can use "choice" or value questions, such as "What did you like most . . and/or least?" "Would you rather spend your time . . . . . than . . . . .?" "What kind of person do you picture yourself as being?"

Discuss goals and plans—The "why" questions, posed whenever possible, will help to discover basic student motivations, values and plans for the future.

Give information and attitudes—*After* the student has provided personal information is the appropriate time to give information on the department, the job, standards expected, supervisory style and other factors. We need to be clear about our personal expectations and to ask the student for responses, questions or comments.

Summarize—The student should be given the opportunity to add anything that will help in our evaluation or that will clarify any questions in his own mind. After that, we should summarize his experience, interests and plans in an affirming way and ask if it is a fair resumé. This will assist the student in assessing his own abilities, strengths and weaknesses—one of the most important objectives of the interview.

Conclude and advise—Before effectively ending the interview (many prefer to do so by thanking the student for his time and interest) it is important to establish the next step in the process of starting or finding a job.

Record the interview—It is best not to make

notes during the interview, but to make notations of major points—especially those needing follow-up—for office files as soon as the session is completed.

While the interview is a most valuable method of selecting student manpower, it should not be construed as providing the total picture of the student applicant. Other information, such as references and work evaluation, should be considered. Some excellent workers are notoriously poor interviewees, and vice versa. Supervisors and students alike tend to hear what they want to hear and to say what they think the other person wants to hear.

And it is easy . . . . often too easy . . . for the supervisor to see a student as a "type" based on a first impression or even on a completed interview. Many responses may be superficial, and we need to be careful in jumping to conclusions or in being diverted by a single characteristic such as appearance, mannerisms or expressions.

Unless we can avoid these interpersonal traps, what could be an effective interview may be turned into an exercise in futility. Objectivity on our part is a must. In evaluating the student's abilities it's important to keep in mind the type of work the prospective employee will be doing and the persons with whom that student will be working.

Planning for Supervision

"One of the major problems with supervising students is trying to be well enough organized yourself to keep your student workers productively employed and working at all times. Organizational lead-in is difficult and time-consuming. Good supervision just doesn't happen. Someone has to do a lot of work to lead the students into their tasks."

Effective planning is an essential ingredient of the work-learning experience. Each of us must frequently assess what is possible within a given time span, what resources are available to accomplish the work and what departmental priorities must be established.

The new supervisor often finds to his dismay that production and office work must be scheduled not only around the academic year, but around student involvements and activities. Special events, convocation programs and athletic competition often require or tempt students to be away from the job. Examinations can bring not only extra pressures for students but changes in their normal work hours. Work schedules and deadlines must be set in terms of student availability. Careful scheduling can go a long way toward getting the work out during especially difficult times. It simply won't do for the only full-time employee in the department to conduct individual training sessions for seven new freshmen on the first day of classes while other departments are clamoring to have their work completed!

Veteran supervisors try to get the bulk of the work out of the way before those special times such as exam week or the beginning of the academic term. If they can't, they have learned not to promise to deliver goods or services at the same level as could be expected when student schedules are more normal.

Vacation periods, holidays and weekends require special planning for those departments which must serve the public 52 weeks a year. These special manpower needs must be emphasized when interviewing students for employment—they need to know in advance the specific times when they will be required to work past the regular academic schedule.

Since students have short-time availability, we need to think in terms of 1) What can be accomplished during the course of a semester?, and 2) What can a student accomplish in terms of his or her daily labor time?

It's at this point that we must match necessary work with student capabilities. Which tasks can best be accomplished by more experienced workers? What assignments can reasonably be given to beginning students? Will a trained worker be available to assist the newcomer? Which tasks are on-going and which need speedy completion? Is the project approach more feasible than the position assignment? This often requires weekly and monthly scheduling on the supervisor's part.

We must delegate work, yet there is often the temptation to dole out assignments in small portions because a student has only a few hours to work. Student and supervisor often benefit more if we, in our long-range planning, assign not only the task, but the continuing responsibility for seeing it through to completion.

> ***"I used to spend at least an hour each morning drafting responses to letters for the student office assistant to type and mail. She would type one letter, bring it back for my approval and signature, then take another draft to type. The frequent interruptions were hampering my progress with other tasks. I then hit upon the idea of turning over the entire responsibility for handling correspondence to the student. She was hesitant at first, but soon caught on to the technique of composing business letters by***

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consulting the correspondence files. Unless there is a note to rush a reply to a letter, she accumulates the work, types and corrects her letters and brings all correspondence for my signature every other day. She seems to enjoy having this responsibility, and has become more careful in her typing."

Planning very often requires homework on the part of the supervisor. But even so, it helps to avoid those embarrassing moments of having the student report for his work and finding no work to do, or disappointing a customer when promised work hasn't been completed.

Training

In the academic setting, it is often difficult to provide sufficient time or flexibility of schedules to provide an adequate period for training student employees. Supervisors must continue to meet service and production demands; students quickly become immersed in their academic and extra-curricular pursuits.

Yet good personnel practices, whatever the setting, require that every new worker be oriented to his organization and trained in skills necessary to his or her performance. Many at Berea use the following steps in acquainting new students with departmental operations and the specific tasks that must be performed:

Orientation—Students are more likely to become enthusiastic and take pride in their work when they understand the role of their department in the total institutional picture. A group orientation, scheduled after class hours, is planned by many supervisors to bring all new workers in the department together. At such sessions, the activities of the department are explained, students are informed of the "do's" and "dont's" of the job—if the work involves meeting the public, what is the proper attire—what is the proper behavior? This is also an opportune time to explain what procedures are to be followed when illness or other reasons keep a student away from daily work assignments.

Demonstration of skills and procedures—Of necessity, most training occurs on-the-job with the supervisor demonstrating and describing the correct methods and skills to be utilized. In doing

so, we should avoid these common training errors:

..... Giving too much information at one time;
..... Giving instruction too rapidly;
..... Being impatient;
..... Failure to determine the student's level of experience;
..... Verbalizing instructions without demonstrating techniques;
..... Presenting instruction in an illogical sequence;
..... Not permitting enough opportunity for questions.

Including more experienced student workers in the training process often is done with good results, provided that the students training new workers feel comfortable in doing so. Some, even the most capable of workers, will shy away from a formal invitation to train others, but in a situation where everyone, including the supervisor, is working this reticence usually disappears. Certain departments rely heavily upon experienced workers in training newcomers:

"If we've shown one student what we want done on a particular thing, we expect that person to help the next one learn how to do it. And that second one may indeed get involved with a third, and sometimes we have a whole group working on one thing, by virtue of having told just one what to do or how we want it done."

Supplementary materials—As part of the student's orientation, the use of printed materials which describe department functions and goals is helpful. While some supervisors are excellent articulators, there is often the danger of over-

whelming the student with more information than he needs or can retain. A department brochure, fact sheet, annual report or publicity reprint can be given to the student to read, keep and refer to in less harried moments. In addition, handbooks and other volumes which explain skills, procedures and processes necessary to the student's job performance should be available whenever possible. In some cases where no printed materials are applicable to department operations, students have been assigned to record such information.

"We try to have every good freshman worker write directions on something he can't quite do. Building operative procedures for somebody else helps establish the difficulties in giving and following directions. Often these operating procedures are a student's most valuable contribution, lasting years after his graduation."

Those work settings in which training can be undertaken as a one-time operation are rare. Each week, often each day, presents situations and assignments which require new instruction for the student employee. Training requires frequent re-assessment and must be planned as an on-going activity.

26

Communicating

Speaking, listening and reacting. These are the major elements in the process of communication that we must practice in dealing with student employees. Not only is the ability to communicate important in the work setting, but it is reasonable to assume that if a supervisor cannot explain clearly what is expected in terms of assignments and responsibilities, students will be unable to perform their work to an acceptable degree.

Each day we communicate instructions and directions. Explanations are always required. Questions must be answered —and asked. Guidance must be given. Yet, when we give what we consider to be good communicative instructions and the results bear little or no resemblance to our expectations, we pull our hair and wonder what went wrong. What "went wrong" usually has to do with either retention of information or the differences in student-supervisory perception.

Reinforce instructions—People remember about 25 per cent of any information presented orally three hours afterward. Within three days, they remember only ten per cent. If we give oral instructions to someone without illustrating or demonstrating what we are saying, there is little likelihood that a person will understand completely and be able to perform to our satisfaction. If we combine "telling and showing", however, most people will retain 85 per cent of the information three hours later, and 65 per cent three days later. *Retention increases significantly when verbal instructions are supplemented with demonstrations or visual information.* The majority of tasks which students will undertake should be explained and demonstrated thoroughly at the outset.

Recognize perceptual differences—Differ-

ences in perception are inevitable in a work situation. Each person behaves and interprets in ways that make sense to him or to her on the basis of p.ior experience. Often there is great frustratio1 on the part of the person who has failed to understand our instructions. Because of the threat to the individual ego, students are reluctant to admit that they don't see what others see—or understand what others appear to grasp easily. Fear will make these students attempt the job without proper understanding, and they'll follow incorrect procedures, often causing delayed production, inadequate delivery of services, or conflicts and tension among workers. *Included in our responsibility to communicate information then is the need to ensure that the information is being successfully translated and understood.*

Emphasize non-verbal communication—The ideas and feelings which we transmit are just as important as the words and demonstration methods we employ. Through facial expression, eye contact, tone of voice and "body language," we transmit reactions, feelings, impressions and attitudes. In a similar way, students transmit or communicate their own reactions to us. *When we are rushed, it is easy to speak abruptly or impatiently, thus conveying a meaning which perhaps is unintentional.*

Develop listening skills—Listening is more than the process of simply acquiring information. It is an indication that we are interested in what the other person is saying, and it is a powerful motivator through which we show respect for the other person's ideas and thoughts—a way of telling someone they are worth listening to. Listening requires time, but the failure to listen

properly creates barriers to effective communication—and to effective supervision.

The following basics of communicative skills will increase our effectiveness not only as communicators, but as trainers and managers:

1. Before speaking, stop—whenever possible—and think through what we are about to say.

2. React honestly. Try to perform and to be as cooperative with others as we wish or expect them to be with us.

3. When speaking, keep in mind the total impression we are creating, not simply through words used, but through tone of voice, gestures and facial expressions.

4. Listen not only to what the other person is saying but to the ideas he is conveying. When someone is listening to us, we should consider every indication of their response. We need to ask questions to see whether our directions or instructions have really been understood. We can have the instructions repeated back "to see if I've said what I meant."

5. Create an uncritical atmosphere of openness which will encourage others to ask questions when they fail to understand fully. We need to make it clear that someone can ask questions or request further explanations without being considered "dumb" for having asked.

6. Do not interrupt, contradict or abruptly attempt to disprove a statement which someone has made even if we disagree. The other person's viewpoint is important to him. If in fact there is an error in thinking on the part of the student, we should point this out directly and courteously.

Written communication should not be ruled out entirely in working with students, but it isn't always as effective as the verbal approach. What a supervisor writes down on a piece of paper might not tell the student what the supervisor is trying to say. The difference between a written note and a spoken compliment, or criticism, means a great deal to the student.

> ***"I know that notes are cold. No matter how nice you try to make them sound, they always come out sounding cold, short and critical. Since I sometimes brought something to the office to eat during the daytime, little cakes and stuff, I would leave the janitor a little note concerning the poor quality of his work along with a little piece of cake. The next day, I would always get a little note on my typewriter—'Thank you for the cake,' but he never said 'I'll do a better job.'"***

Editor's Note: Data and certain other information on the aspects of communication is reprinted with the permission of Lee Kilbourne, president of Management Training Associates, Waukegan, Ill.

Motivating

Students engaged in work experiences tied directly to their career goals do not, as a rule, present serious motivational problems for the supervisor as often as those employed in assigned, institutional jobs. For the latter, their contribution sometimes seems negligible because, in their eyes, the work is routine, monotonous or repetitious.

All of us though need to be mindful of the motivational aspects involved in student work supervision. Even if our departmental assignments allow the student to utilize and master skills he intends to use after graduation, there will always be times when certain necessary tasks appear to the student to be dull and of little value. Motivation must be employed to teach the student that all work, even that which he chooses to devote his life to, has some routine and non-fulfilling aspects. Anything, from scrubbing floors to returning corrected test papers on time, may seem unimportant unless the supervisor makes a point of explaining the need for such labor.

Motivation then needs to begin before problems arising from the lack of it become apparent. In motivating students, the following factors are vital:

> *Self-image*—As supervisors, we are constantly involved in what behavioral psychologists call the "self-image psychology." An individual's self-image or self-concept has a definite effect upon what he is able to achieve or accomplish. If someone is told repeatedly, either directly or indirectly, "Don't attempt that because you will be unable to do it," the resulting self-concept of non-achievement will influence that person's abilities to work effectively. On the other hand, providing the opportunity to achieve sets off a chain reaction of further achievement. When a student can be given a special project to ac-

complish, and upon the completion of that task can say with pride, "I did that," he has been motivated.

Good example—The supervisor's actions can have a highly motivating effect on the attitudes and efforts of students. Many at Berea have reported that students seem to respond, indeed to learn to respect both the supervisor and the work itself, when the supervisor shows that he or she is not above working with the student whatever the task may be.

Progression and Pay Incentives—Advancement and added responsibility are important elements in motivating any employee. At Berea, a system of pay and position classification is provided to encourage students to advance in terms of increasing responsibility and skill development. Through good performance, longevity and promotion to higher level assignments, students can increase their hourly rate of pay. The progression of positions built into the system recognizes the differences in levels of skills, responsibility and experience. Supervisors can utilize this pay structure in motivating students to develop the abilities required for higher level positions. (For current pay grade information, refer to *General Policies and Procedures of the Berea College Labor Program.)*

Personal fulfillment—While financial need and the opportunity to increase income is a great motivator for many students, others are often motivated by the promise of having something worthwhile to do with their time. We have all seen the varying degrees of "eager beavers" who exhibit what psychologists refer to as a high "need to achieve factor." Constant feedback is

necessary to keep their interest and performance peaked.

It is of course discouraging when we come across those students who defy our best motivational efforts—those who are content with merely putting in their required work time and exerting a minimum of effort with no apparent interest in advancement. *Goal-setting* often is an effective means of prompting these students to achieve satisfactory production. The

following illustrates how one supervisor implemented this technique:

> ***"One time I didn't feel that the stuffing of a very large mailing which we were doing was going as fast as I wanted. I came in myself one night and worked for two hours and timed myself. The next day, I sort of 'laid down the law' and I said 'I did this much in two hours, and I will accept no less.' I was really afraid of how this was going to affect my three student workers, but a little later one of them said that it really helped to have some sort of a goal to work toward—to know that he had to get the work done in two hours."***

The following opinion of another Berea supervisor should not be discounted for its motivational value:

> ***"I've thought a great deal about what supervisors can do to motivate students in the labor program, and I'm really sure. It seems to me that one of the greatest things that we can do to motivate is to express interest in that person, to help him feel that his work is worth something and that we appreciate what he is doing."***

Evaluating

"Evaluation is something that most supervisors probably don't enjoy, but it is one of the important functions. What does the supervisor expect of student workers? Students should know that, because if they don't know what is expected of them in their work, how can they please their supervisor?"

Because work evaluation forms are required only at the end of each term, many of us begin to think of evaluation as a task that needs our attention only two or three times a year. In practice, however, evaluation is an on-going process that we apply almost daily. After the student is given initial training—whether it be one hour, one week or one month—we make periodic checks to see that performance is meeting the desired expectation. This indeed is evaluation. Actually, the performance evaluation forms that we must complete represent the culmination of our daily evaluative efforts.

Evaluation, either daily or cumulative, generally takes the form of praise or criticism, but supervisors report that they deal with criticism more often than they would prefer. Poor or slipshod work usually screams for our immediate attention. But all too often, satisfactory and good work gets by us with only our silent gratitude. Both deserve equal attention, and timeliness is important if our evaluation is to be of maximum benefit to the student.

Although criticism is never pleasant to give or to receive, students feel less threatened and are usually more responsive if it is made within these guidelines:

Be constructive and specific—What are the actual examples of poor performance? What should be done in the future to improve quality?

Maintain privacy—Whereas good work deserves praise in front of other students or employees, criticism should never be made within earshot of others.

Be Positive—When discussing poor performance with a student, start on a positive note. Most people perform at least some facet of their work satisfactorily, so select a particular attribute or skill and mention it first. Tell the student what you like about his work. Then explain what areas warrant improvement. When criticism is presented in a friendly and positive way, students usually realize that we are trying to help and are more likely to listen to what we have to say.

Don't feel guilty—Students usually know when they need criticism. If we fail to react to unacceptable work, we may lose both the respect of the student involved as well as that of other workers in the department. Our goal is to keep all students working at their fullest and most productive capacity.

Be sensitive—People cannot be expected to perform at the same levels of proficiency. Differences in abilities and aptitudes should be taken into consideration for each individual evaluation.

The long-range goal of student evaluation is not simply to provide a system for grading work. It is designed as an instrument to assist the student in his development and to enlarge the dimensions of the work experience.

Coping With the Problems

Working with people in any job setting frequently presents certain personnel problems. Unfortunately, there are always some who attribute job and personality problems to the fact that their employees are students. In reality, problems involving student workers are often more readily solved in the work setting than those involving other employees. Student workers are often more responsive to counseling and they accept work evaluations as they accept academic measurement.

Often, the beginnings of student problems go unnoticed until the matter becomes enlarged, affecting either production or department morale. A once faithful worker starts reporting later and later each day. Previously neat work becomes sloppy. In the middle of the semester, a highly skilled worker expresses unhappiness and asks for a transfer to another department.

Supervisors sometimes shy away from tackling student personnel problems. Their initial desire is to release the student and send him looking for a job elsewhere or to report the offender to the Labor Office for discipline. Neither of these alternatives is recommended as anything other than a last resort.

To release the errant student without attempting to get at the crux of the problem solves nothing. The student merely takes his problem to another work situation, and the dismissing supervisor may be unable to replace the student in mid-term. A third party, whether it be the Labor Office or counselor, may not be as effective in dealing with the matter as the supervisor who can cite and show specific examples. In those cases where counseling by the supervisor has been tried with poor results, the Labor Office should be contacted and assistance requested.

There is often a correlation between work problems and academic and/or social difficulties. If the student is, for example, not showing up for work hours, chances are that he or she may also be neglecting academic commitments. These difficulties are usually detected first in the work setting.

The most frequently reported student personnel problems include:

Tardiness and absenteeism—It is imperative that accurate records be kept of student work hours, and when a student falls behind in his labor without being excused, the problem must be settled promptly. When absences are noticed, some supervisors inform the student by a formal letter that an additional unexcused absence will result in the student's being reported to the Labor Office. Others arrange for a private conference with the student, reviewing college policy on this matter and trying to determine whether or not there is a personal or job problem that is interfering with attendance.

Poor quality of work—If a student is assigned to a reasonable position which is compatible with his experience and skills, yet consistently produces work of an unacceptable quality, this should be pointed out, rather than the supervisor personally correcting the work or re-assigning it to a better worker.

"If the student is goofing off and doing a mediocre job, he should be told. If nothing is said, he thinks the supervisor doesn't care."

Another supervisor suggests that if praise is consistently given when a student performs acceptable work, and then withheld when the product is unsatisfactory, the student will soon understand that he could have done a better job. The particular method for dealing with this problem should take into consideration the personality and past performance of the student involved. But the situation must be dealt with. The student can fail completely in a task yet still learn

something from his failure under the guidance of a concerned supervisor.

Resistance to supervision—Generally, these cases are exemplified by students who have interests or talents in certain specific areas which are not being utilized in their position. This can be a major problem for the supervisor who has exercised care in explaining the duties involved in a position which may require certain skills, such as writing or typing, only to find later that the student's only interest is in art and there is little art work to be done. While the ideal situation would be to have enough positions available to challenge the interests of each individual student, this is not always possible and must be explained when the student becomes dissatisfied.

"Many students come with special skills, but if they're more interested in following their private pursuits than in joining in whatever we need to have done, we have to forego whatever skills they might have."

Teamwork and department work must take priority in such cases.

Changing jobs—Students are discouraged from changing jobs and cannot do so in the middle of the term without a release from the supervisor. However, a job change request often presents a dilemma for the supervisor who, technically, has the power to say "no." Many will sign a transfer or release form even though they may be unable to replace the student rather than hold the dissatisfied worker in his present position and expect him to perform at maximum efficiency. One supervisor who oversees a department which employs a great many students

uses peer pressure when dealing with requests for job transfers:

> ***"All right, sure, you leave. Now go in and tell thirty other students that they're going to have to absorb your load, too . . . . . Then if they leave, there is little sadness. You may regret that somebody didn't dig the idea of joining in the team and helping, but long-range, we can live without them."***

When student personnel problems once begin, they usually continue to grow. But part of the student's experience is to learn about himself in relationship to a real work environment. We would be remiss in our roles as supervisors if we exempt students from the similar critical evaluations they will receive for work performance after graduation.

Student-Supervisor Relationships

The college years are both exciting and trying times for a young person attempting many new things. This excitement and the individual concerns of students are brought daily into the work situation and form the basis of various interpersonal relationships between students and supervisors.

The work-learning atmosphere not only provides numerous rewards for students but for the supervisor who is willing to share something of himself with undergraduates. Often these student-supervisor relationships extend beyond the actual work experience, even past the student's graduation.

There are many settings in which student-supervisor relationships develop. At one extreme are the larger departments with sizeable staffs where a more formal structure is generally easier to maintain. At the opposite end of the spectrum are those who oversee the work of only one or a few students and who are more comfortable with a very casual, informal arrangement. No one setting is the best and none of us needs to apologize for the work atmosphere we maintain as long as production, morale and student learning are not neglected. In fact, a variety in work atmosphere offers an education in itself for the student still in the process of seeking models of personality and life styles. Mutual regard and respect can develop in any situation.

One supervisor who obviously works quite diligently at developing good relationships with student workers describes the situation as follows:

> ***"We may be vain, but we get the notion that our students care for us, as we are concerned for them. I guess I'm not at all beyond having a student with a problem talk about that problem and share it. This takes up time outside work hours, often in great***

blocks of time. What the student needs sometimes is nothing more than just somebody to take off their shoes and be friendly with. I think the benefits coming from the total relationship that we can create here by being this way far outweigh the inefficiencies. One student sees another one and knows that there is something involved here other than just work, and realizes that each has a warm, friendly place to deal with."

What are the other things that go into developing and maintaining a maximum of personal and interpersonal action between supervisor and student? The following techniques are most often reported:

Develop rapport—With few exceptions, the majority of us who work with college students do so by choice and have little difficulty in valuing students as individuals. With some students, it is easy to establish rapport; but with others who are more shy or withdrawn, it takes a bit longer. It helps to know students by their first names as soon as possible and to take a few minutes once in a while just to "shoot the breeze" with each student, discussing things not related to the work situation. We should try to know what activities students are involved in after hours and talk to them about what they're doing in their free time.

Maintain impartiality—There is sometimes a tendency to show partiality to a particular student, especially one who has exhibited great reliability, initiative and excellence of skills. We may be tempted to rely upon this student so strongly that we delegate all the more challenging assignments to him, neglecting those other students who might benefit and have a greater

need for additional attention, training and motivation.

Be a co-learner—The student-supervisor relationship is by no means a one-way street with the supervisor bearing the total responsibility for input. Naturally, we need to train. We must assign work. But very often we can learn. Students are doing things and learning things that we need to know for our own personal and professional growth. Often, the student view of the most efficient way to complete a task may differ from our own, but it may merit a trial.

Show respect—A student may disappoint us in either his work or his personal ethics. He may

do a dismal job and be ashamed to admit his mistake. He may be less than truthful when explaining why he was late for work. These problems must be dealt with, but in such a way that the student is not degraded or embarrassed in front of others. The problem should be discussed in confidence and we should deal with the issues at hand without attacking the student's self-esteem or forcing him into a situation that leaves him no way to save face.

Be flexible—Certain departments must follow rigid work schedules which require that the student cannot be away from the job at his designated time without first locating a replacement. But in a less formal operation, allowing students some degree of flexibility may work to both the supervisor's and student's advantage.

"If a student has an exam that he must study for or if something comes up that he just desperately has to do, I don't mind letting him go and saying, 'Okay. But then I expect in return that when I'm in a real bind and need your help, you'll help me.' Then I really expect that they should return this kind of feeling and come in extra hours. Usually it works."

Finally, if we are to establish viable associations with students, we must always view each one as a total person, not simply as a worker assigned to a task for several hours daily. His academic and family life, financial pressures and other personal problems cannot be divorced from his status as worker. It then becomes our responsibility to help him put his concerns in proper perspective so that they do not overshadow his activities in the work market

We need to be a friend to students, but we must be friendly without neglecting our supervisory duties.

Counseling and Advising Students

The responsibility for counseling students—helping them through the rough times in life which they will encounter—does not carry with it the burden of rehabilitating students whose emotional problems are obviously severe. But, as managers of student work, it falls upon us to be mindful of, and to distinguish between, those students who may benefit from our advice and counsel and those with more serious emotional problems who need professional attention.

The majority of problems which trouble students are temporary in nature and usually are brought about by external forces. In these cases, the student may be helped immensely through the sharing of these difficulties. A death in the family, a broken relationship, lonliness or insecurity are very real problems which often respond to emotional support and the passage of time. Other areas in which the supervisor can provide valuable counseling include problems involving shyness, lack of confidence, test of faith conflicts, anger, grief, and labor, academic or social pressures.

At the other extreme are the relatively rare and more serious situations in which the student is experiencing difficulties that are internal in origin. His social environment may remain stable and there may be no apparent outside traumatic force involved. In any case, students making suicidal threats or exhibiting severe and prolonged depression, irrational fears, withdrawal or extreme behavioral disorders should be referred for immediate professional evaluation.

When it becomes obvious that a student employee is experiencing personal difficulties with which we can assist, the following techniques can be helpful:

Encourage opportunities for discussion—Students often resent others who appear to be personally "nosey." Rather than beginning to advise by

questioning the students, it is better to "set the stage" by making ourselves more available—taking the time and effort to be more friendly than usual and giving the student more frequent opportunities to talk with us.

Don't Over-React—It is important to shov a sincere interest and acceptance of the student. Set an atmosphere of caring and respect by calmly listening. Over-reaction with a sense of "something must be done immediately" can either frighten the student or drive him to silence.

Listen for the Important Things—Often, the basic problem which the student may reveal may be interwoven with other surface matters. We need to listen to what the student is expressing about himself and to suspend judgement—at least initially. We can check our own perception of what the student is saying by verbalizing back to him the essence of what we hear.

Begin to Direct the Discussion—In order to help the student clarify his thinking, work toward identifying and discussing all relevant feelings and experiences. To assist the student, we can ask things such as, "Are you sure you feel that way?" or "Which of these feelings or experiences do you think about most often?"

Emphasize Honesty—After establishing a comfortable relationship and demonstrating respect for the student's freedom to choose for himself, we need to emphasize the importance of honesty on both sides. If we are phoney and say only what the student wants to hear or only what we feel we should say, neither supervisor nor student will feel good. What is desired is a relationship in which both feel free to be spontaneous in the interaction. If our responses might appear to be

overly critical, we should work to use them constructively to open further areas of inquiry.

Recognize Counseling Limitations—Whenever we start feeling the need to give a great deal of advice or to tell the student what he *should* do, this might be an indication that we should refer the person for help which requires more time and attention than we can reasonably give.

In counseling, it is not always what we do in a crisis situation that is as important as what we have done each day throughout the year. If we have attended to students' needs, learned about and assisted in defining their goals, responded to their experiences and assisted in adding to their development, then we will be in a position to provide greater help if and when a problem arises.

Complaints of Students

As long as there are schools, as long as there are students, there will always be complaints.

A random sampling of Berea students indicates, however, that only a very small percentage of undergraduates have serious complaints regarding their work experiences. The majority express positive attitudes toward both their jobs and their supervisors. Those student dissatisfactions most frequently vocalized fall into these general categories:

Supervisory expectations—Some students feel that supervisors expect too much in the way of production for the amount of time that a student has to devote to his work. This may indeed be the case in some situations when the supervisor, a professional with experience in his chosen field, fails to realize that students do not share the same expertise, experience and dedication. Over-expectation may also result when a busy supervisor fails to note that certain students learn the skills of the job slowly or have not been adequately trained for their tasks. At the other extreme are students who feel that supervisors seldom give them the opportunity to utilize talents and/or to assume greater responsibility. Developing rapport, encouraging feedback and increasing the frequency of work evaluations will often bring such feelings to light and will usually lead to solutions.

The job vs. the classroom—Students sometimes feel torn between a supervisor who wants them to work extra hours and a professor who makes a lengthy research assignment or schedules after-class activities. While students may sometimes exaggerate a simple request for additional

work from a harried supervisor, there appears to be a general feeling that many labor supervisors have little regard for the students' academic obligations.

Menial tasks—It is difficult to determine how each student distinguishes between menial and meaningful work. Some regard typing as the epitome of boredom, while others plan entire careers around their clerical abilities. Running errands seems a lowly task to many, but others like the opportunity to move around campus and meet people in various departments. We have to know students as individuals in order to determine which tasks are perceived as unchallenging and insignificant. And while we certainly do not want any student to develop an attitude that he or she is above doing some sorts of work, a little forethought can provide most students with a reasonable mix of interesting and meaningful activity to balance the less stimulating tasks which all of us must confront.

Lack of work—Students become frustrated when reporting for labor assignments and finding that there is no work for them to do. In some instances, the supervisor may have elected to complete the task that the student began. At other times, an efficient or overzealous student on an earlier assignment will have completed all the work allocated for that day. More frequent and more effective planning on the part of the supervisor prevents many of these occurances.

Payment for work—The student pay scale at Berea leads many to complain that they are receiving sub-minimal wages for their labor. From time to time they tend to forget that a portion of their pay is an in-kind payment in the form of a tuition-free education. The 1975-76

educational costs of approximately $3,900 per student annually, divided by the total average number of hours worked per school year, actually represents more than $9.00 an hour for student employment. Students need to be reminded of this whenever the complaint of "rip-off" is raised.

The problems of students may seem insignificant in comparison to our own. But taking the time to deal with the concerns of students is a major step toward creating and maintaining good morale. And morale is a vital factor in getting employees to work well and willingly.

NOV.
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TUESDAY
EVALUATOR
TEACHER
COMMUNICATOR
SUPERVISOR
PLANNER
MANAGER
MOTIVATOR

Supervisory Checklist

The following checklist of supervisory functions with prompting questions is included for quick reference:

In developing good relationships between yourself, the individual student and his job:

..... How do you help a student feel comfortable working in your department?

..... How do you work with different students in different ways and maintain impartiality?

To motivate the student to do the best job possible:

..... In what ways do you identify the interests and expectations of each student?

..... How do you inspire both quantity and quality work?

In encouraging each student to take responsibility and initiative:

..... How do you know what the student is capable of accomplishing?

..... In what ways do you achieve the greatest production or services and at the same time provide opportunity for expanded student responsibility and initiative?

To communicate department and college goals:

..... How can the student best learn the importance of his work to Berea College and to your department?

In communicating work expectations to the student:

..... What do you need to tell the student about the work?

..... What ways are best to assure that the student understands what is expected of him?

To provide skill training:

..... What skills must the student learn in order to do the job?

..... How do you get the student trained for the skills needed?

In encouraging student opinions and suggestions:

..... Do you take time to listen to student suggestions?

..... In what ways do you try to use ideas students have suggested when possible, and explain to them why you can't when it isn't possible?

To teach by example good work habits and attitudes:

..... Do you always feel comfortable that students might—and often do—copy the way you work and do things?

To provide constructive evaluation of the student's performance:

..... How do you measure performance?

..... How do you help students become aware of their strengths and weaknesses in their work?

..... How do you assist students to overcome identified weaknesses?

In order to provide helpful counsel to the student:

..... What do you need to know about the student?

..... What are good ways to listen, ask questions and give advice?

..... What situations and questions necessitate referring the student to another service or office?

To deal adequately with discipline problems:

..... How do you deal with students who don't cooperate and don't try to meet expectations?

..... How do you maintain morale and discipline at the same time?

In making the job an educational experience:

..... How do you balance the student's needs with department needs?

..... How do you help a student reflect on the learning that is taking place?

..... In what ways do you provide more learning for the student that can also benefit production or services in the long run?

Conclusion

In summarizing the responsibilities of student work supervision, we need to remember that students perform assignments most satisfactorily when:

..... Job responsibilities are clearly defined by the supervisor;

..... Mutual trust and respect are developed between supervisor and student;

..... Evaluation and recognition of performance is constructive and continuous.

The preceeding chapters have been concerned with methods for perfecting our own skills in developing student potential, and various techniques have been outlined to help us achieve this goal. Many of these elements of supervision represent nothing essentially new to a great many supervisors—they are practiced almost instinctively in daily contacts with student employees. But for others, the responsibilities of supervision seem taxing and time-consuming.

As one Berea employee remarked, a bit satirically: "No one ever said it was going to be easy." And no one has ever attempted to simplify the role of the supervisor. It is a position that requires inexhaustible patience, a certain openness and honesty, deep concern for students and high personal standards for our own performance. It is not a situation in which we can hide away, enjoy our own professional pursuits and presume that things will take care of themselves.

It is demanding work. But for the supervisor who is enthusiastic about his or her work and is genuinely interested in involving others in the importance of that work, the enthusiasm is contagious and the rewards are abundant.

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